

DETAILED LESSON PLAN OUTLINE

PROGRAMME: TRAINING FOR INSTRUCTORS

UNIT: 5 Planning a Lesson

SUGGESTED TIME: 2 hours

TRAINING AIDS NEEDED: Flip chart, overhead projector, transparencies (6), student workbook and handouts

OBJECTIVE(S): Upon completion of this unit you will be able to do the following:

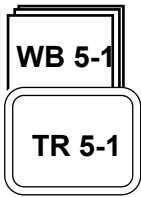
- Describe the three factors that most affect the development of a lesson of training.
- Describe lesson components of the Interactive Lecture and Demonstration/ Practise methods of instruction.
- List and describe three ways of sequencing lesson content.
- Describe seven key steps in the development of a lesson.

UNIT OVERVIEW:

Purpose: To give the participants the techniques for planning and developing a lesson of instruction, usable lesson plans and their use in training.

General Guidance: Don't spend a great deal of time on the different types of lesson plans. Concentrate on organising the material and planning for the presentation. Leave plenty of time for the exercises. They are most important.

Cautions: Work to get participant interaction. Make sure the participants take the exercises seriously.



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	<p>1. Introduction</p> <p>1.1 Introduce self and assistant.</p> <p>1.2 Present unit objectives.</p> <div><p>Upon completion of this unit you will be able to do the following:</p><ul style="list-style-type: none">• Describe the three factors that most affect the development of a lesson.• Describe lesson components of the Interactive Lecture and Demonstration/Practise methods of instruction.</div>	



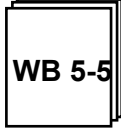

A/V AIDS	OUTLINE	NOTES
<div data-bbox="205 344 344 450">TR 5-2</div> <div data-bbox="209 551 331 680">WB 5-3</div> <div data-bbox="205 781 359 938">Record on flipchart</div> <div data-bbox="205 1178 347 1352">WB 5-3 TR 5-3</div>	<div data-bbox="416 338 1134 551"> <ul style="list-style-type: none"> • List and describe three ways of sequencing lesson content. • Describe seven key steps in the development of a lesson. </div> <p data-bbox="456 568 979 598">Note that there is a test at the end of the unit.</p> <p data-bbox="400 638 1046 703">1.3 Ask participants to answer the question on WB 5-3. "What is a lesson plan?"</p> <p data-bbox="400 743 1133 808">Then have the participants share with the class and record on a flip chart.</p> <p data-bbox="400 848 857 981">A lesson plan is: <i>A necessary tool to good instruction.</i> <i>A road map for the instructor</i> <i>Answers "How will I travel?"</i></p> <p data-bbox="400 1021 1165 1120">In the last unit we discussed that our objectives establish what we want to accomplish with a lesson. The lesson plan shows how the objectives will be accomplished.</p> <p data-bbox="368 1160 560 1189">2. Presentation</p> <p data-bbox="400 1229 616 1258">2.1 Characteristics</p> <div data-bbox="509 1276 1102 1592"> <p>Lesson plan characteristics:</p> <ol style="list-style-type: none"> 1. A general or detailed outline. 2. Describes the organisation of: facilities time instructors content </div> <p data-bbox="427 1612 1139 1680">2.1.1 Lesson plans must meet the needs of the instructor and can be very detailed, a simple outline, or only notes</p> <p data-bbox="427 1720 1160 1919">2.1.2 Lesson plans describe how the resources to be used in a presentation will be utilised. These include the room setup, break-outs, equipment, exercises, handouts, training aids, etc. Time is allocated and the use of assistants included. The content is organised, sequenced and outlined or detailed.</p>	

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<div data-bbox="245 371 384 479">TR 5-4</div> <div data-bbox="252 584 373 716">WB 5-3</div> <div data-bbox="245 887 384 994">TR 5-5</div> <div data-bbox="229 1637 379 1787">WB 5-6 Exercise</div> <div data-bbox="233 1809 384 1951">Record on flipchart</div>	<div data-bbox="552 360 1126 551"> <p>A lesson plan... 3. Is flexible. 4. Can have many different formats.</p> </div> <p>2.1.3 Lesson plans must be flexible to meet the needs of the participants, the instructors and the situation</p> <p>2.1.4 Lesson plans can take many different forms. They can be an outline like we use for this course or they can be only notes or visual aids.</p> <p>2.2 Preparation</p> <div data-bbox="544 891 1054 1128"> <p>Planning a lesson requires that you analyse the components:</p> <ul style="list-style-type: none"> a. Participants b. Content c. Time </div> <p>2.2.1 Determine the pre-course level of knowledge and experience, training needs for the job and development training needs of the participant.</p> <p>2.2.2 The difference between the participants current level of performance and the desired level of performance is the training need and content.</p> <p>2.2.3 The time available is almost always less than the time needed by the instructor. If the time available can not be made to fit the time needed then the instructor needs to adjust the lesson to fit the time available.</p> <p>Exercise 1 - Planning analysis (5 minutes)</p> <p>The subject for this exercise is to be determined by the instructor and the course co-ordinator prior to the course so that appropriate materials can be obtained. This first exercise is to analyse the participants in the course as subjects for Exercises 2 & 3.</p> <p>Use a flip chart to briefly record input from the groups.</p>	<p>See LP 5-9 for supplemental exercise information.</p>

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<div data-bbox="204 344 323 479">WB 5-3</div> <div data-bbox="204 512 344 620">TR 5-6</div> <div data-bbox="204 1666 328 1800">WB 5-4</div>	<p data-bbox="395 338 687 371">2.3. Lesson components</p> <p data-bbox="453 376 1137 510">In this unit we will introduce the two most common methods of instruction, Interactive Lecture and Demonstration/Practise. Methods of instruction will be discussed in detail in unit 7.</p> <div data-bbox="552 519 991 781"> <p>INTERACTIVE LECTURE</p> <p>Introduction</p> <p>Presentation</p> <p>Questions and Answers</p> <p>Review</p> <p>Testing/Evaluation</p> </div> <p data-bbox="426 824 831 857">2.3.1. INTERACTIVE LECTURE</p> <ul data-bbox="437 862 1155 1798" style="list-style-type: none"> • Introduction <ul style="list-style-type: none"> - Introduces instructor and assistants. - Introduces Unit/Lesson topic, method, media, time, exercises, group work, type of test and when. - Presents objectives and what the participants will do (performance) at the end of the unit/lesson. • Presentation <ul style="list-style-type: none"> - Develops the concepts, knowledge, process or procedures of the topic being taught. - The presentation may be the beginning of a new subject or a continuation of a subject started and expanded in previous presentations. - Units/lessons that follow may be a continuation of the subject. - Correct sequencing of presentation is essential. • Questions and Answers/Exercises <ul style="list-style-type: none"> - The instructor receives and/or promotes questions, feedback and participant interaction. - Exercises may be used to reinforce the presentation and provide/promote interaction. • Review <ul style="list-style-type: none"> - Instructor presents a summary of the unit/lesson, emphasising key points, reinforcing weak points based on feedback. <p data-bbox="453 1836 1099 1904">Note: The presentation-question and answer-review sequence might occur several times during a unit/lesson.</p>	<p data-bbox="1195 490 1382 694">These descriptions are in the workbook. Review them with participants.</p>

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<div data-bbox="253 353 373 483">WB 5-4</div> <div data-bbox="253 707 394 819">TR 5-7</div> <div data-bbox="253 972 373 1102">WB 5-4</div>	<ul style="list-style-type: none"> • Testing and evaluation <ul style="list-style-type: none"> - Results obtained are compared with the results desired, the objectives. - In the interactive method, testing and evaluation are constant. - At the end of the unit/lesson, the instructor should verify that the objectives have been reached and at what level of performance by some form of final evaluation. - Testing and evaluation will be explained in Unit 11 of this course. <div data-bbox="576 701 1075 960" style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p style="text-align: center;">DEMONSTRATION/PRACTISE</p> <p style="text-align: center;">Introduction Explanation/Demonstration Application/Practise Review Testing/Evaluation</p> </div> <p>2.3.2 DEMONSTRATION/PRACTISE</p> <ul style="list-style-type: none"> • Introduction <ul style="list-style-type: none"> - Introduces instructor and assistants, etc. - Introduces Unit/Lesson topic, method, media, time, exercises, group work, type of test and when. - Presents objectives and what the participants will do (performance) at the end of the unit/lesson. • Explanation/Demonstration <ul style="list-style-type: none"> - The instructor explains and/or demonstrates how to do something. - Procedural guides and checklists may be included here. - This lesson may be based on knowledge presented in a previous ILM lesson. • Application/Practical Exercise <ul style="list-style-type: none"> - The participants practise the skill under supervision of the instructor. - Feedback is provided, corrections made and the activity tried again. <p>Note: The Explanation-Application sequence may occur several times during a unit/lesson.</p>	

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 	<ul style="list-style-type: none"> • Review <ul style="list-style-type: none"> - Instructor presents a summary of the unit/lesson, emphasising key points, reinforcing weak points based on feedback. • Testing and evaluation <ul style="list-style-type: none"> - The evaluation will include some form of a demonstration of skills learned. <p>2.4 SEQUENCING</p> <p>Continuing on with the planning of a lesson we come to sequencing. How we will organise the content of the lesson.</p> <p>2.4.1. <u>Detail</u>-of the content of the lesson.</p> <p>General to specific.</p> <p>General disaster effects to hurricane effects</p> <p>Concepts to procedures.</p> <p>Planning as a concept to 8 step process and procedure.</p> <p>Overview to process.</p> <p>Firefighting</p> <p>Theory of how fire burns</p> <p>Concept of fire suppression.</p> <p>Specific techniques of firefighting</p> <p>2.4.2. <u>Difficulty</u></p> <p>Simple to complex</p> <p>Example: Mathematics</p> <p>Add & subtract, then multiple & divide</p> <p>Then algebra, geometry, trigonometry</p> <p>2.4.3. <u>Interest</u></p> <p>How interested the participants are in the subject.</p> <p>Hi to low</p> <p>Example: Disaster Management</p> <p>Hi- Concepts and philosophy</p> <p>Low-Forms and reports</p> <p>2.4.4. <u>Logical</u></p> <p>The sequence one would normally use to do the action.</p> <p>First leads to second - The steps in a process</p> <p>Known to unknown - Swimming to life-saving.</p> <p>Concepts then application</p> <p>Example: Driving a car</p> <p>First rules, then procedures and finally skills</p>	

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   	<p>2.4.5. <u>Frequency</u> How often are the actions done or tasks performed. Most used to least used Example: Operation of a power tool Safety Procedures for preparation and use. Maintenance and repairs</p> <p>Exercise 2 - Organising the Lesson This exercise on Organising the Lesson continues from Exercise 1 and is followed later by Exercise 3. Use a flip chart to briefly record input from the groups.</p> <p>2.5 Formats Several formats are commonly used. Usually an outline is developed first. As an instructor becomes proficient with the material, the lesson may be transferred to note cards. Finally, the visual aids may be all that is needed.</p> <p>2.6 Development of a lesson. There are many tasks to be performed in the development of a lesson of training. For the purposes of this course, they have been combined into seven key steps.</p> <p>Step 1 - Determine the desired student performance. Define the knowledge and skill the participant in the training is expected to be able to exhibit when the training is completed (Performance Objective). This performance is determined from the requirements of the job to be performed when the training is completed.</p> <p>Step 2 - Develop a test/evaluation. Determine what testing/evaluation you will use to determine the level of the participants success in achieving the desired performance upon completion of the training.</p> <p>Step 3 - Write Instructional Objectives (IO) and testing. Write the supporting objectives to achieve the performance objective and testing that will be used to determine they have been achieved. Organise the IO's in proper sequence.</p> <p>Step 4 - Develop content. Write 3 or 4 key points for each IO. Develop the facts and information to support the key points. Sequence the content. Determine the time required to present the content. Once the time required is determined, the content will probably have to be adjusted to fit the time available by removing the least important facts or information.</p>	<p>10 Minutes</p> <p>These descriptions are in the workbook. Review them with participants.</p>

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<div data-bbox="221 338 343 472">WB 5-7</div> <div data-bbox="225 808 346 943">RM 12-32</div> <div data-bbox="225 949 346 1084">WB 5-8, 9</div> <div data-bbox="209 1090 352 1243">WB 5-6 Exercise</div> <div data-bbox="204 1534 343 1644">TR 5-1, 2</div>	<p>Step 5 - Develop support material. Identify points where visual aids, handouts, exercises or references will support the presentation and construct them. Be certain that the materials help achieve the desired objectives and support the learning.</p> <p>Step 6 - Organise the lesson. Decide how the lesson will be conducted and prepare a plan detailing the flow of the content and use of the supporting materials.</p> <p>Step 7 - Try the lesson and revise it. Adjustments may be necessary in the flow of the content, the timing and the supporting materials. Several revisions may be necessary.</p> <p>There are references in the Reference Material titled <u>Designing Interactive Instruction</u> and <u>Lesson Development</u> that have additional charts, process and procedures.</p> <p>A sample lesson plan is located on WB 5-8 & 9. These pages are the first two pages of the lesson plan for this unit.</p> <p>Exercise 3 - Plan and Present a Lesson This is the final exercise Plan and Present a Lesson. It follows on from the work done in Exercises 2 & 3. Have one team teach their lesson plan and have a short critique. Keep the focus on process.</p> <p>3. Summary/Questions Ask for questions and ask questions for feedback.</p> <ul style="list-style-type: none"> • Don't try to cover too much material in one lesson/unit. • Focus on the Objectives. • Put it all together into a lesson plan that works for you. • Practise and revise...revise...revise. <p>4. Review Objectives Re-stress the importance of having a lesson plan</p> <p>5. Unit Post Test Have participants complete unit test and then briefly review the answers. See WB 4-11.Inst for course answers.</p> <p>Remind the participants that the instructors will be available to help with their lesson plans for presentations. Close the unit and review refreshment arrangements and return time.</p>	<p>15 Minutes</p> <p>10 Minutes</p>

SUPPLEMENTAL EXERCISE INSTRUCTIONS

The instructor and course co-ordinator must make a decision prior to the course on what the subject will be for the Planning a Lesson exercises so that any needed materials will be available. The subject should be something simple that will not overshadow the purpose of the exercise or cause the participants stress because they can not complete the exercise in the time allotted.

Following are some potential subjects for the exercise:

1. Replace the insert in a retractable ball-point pen. Have enough pens for each two people to have one. Make sure that they have a replaceable insert.
2. How to brush your teeth. Participants can use a pencil to simulate a toothbrush.
3. How to tie shoelaces. Pair up teams so that one has shoelaces.
4. How to tie a man's tie. You may need to provide some ties since most will not have on a tie.
5. Any simple task that can be done in a few minutes with simple aids.